**DRAFT 8-25-13—Karen Allen**

**PLC Principal Power Standard 2:**

**Principals/leaders thoughtfully *establish and sustain* highly effective collaborative teams.**

I can organize our school into collaborative teams that work ***interdependently***to ***achieve******common goals*** for which members hold themselves ***mutually accountable****.*

I can embed collaborative teaming into the routine practices of the school by scheduling time for collaboration into the school day and school calendar.

I can facilitate regularly scheduled team leader meetings in which we model skills and strategies needed by collaborative teams.

I can work with the leadership team to create a clear, written definition of the role of team leader, give great care and thought into choosing team leaders, and provide ongoing training for team leaders.

I can ensure that all teams develop and adopt team norms each year and that all teams address the team response when a member does not adhere to the norms.

I can work with staff to clearly articulate the work of collaborative teams and how that work will be monitored.

I can develop systems to analyze the work of each team, monitor the contributions of each team member, ensure that teams receive the help they need when they experience difficulty or their work does not meet a high standard of quality.

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**PLC Principal Power Standard 5:**

**Principals/leaders facilitate creation of a school-wide, systematic, written plan for providing students with additional time, support, or enrichment.**

I can facilitate staff to develop a school wide, systematic, written plan for providing students with additional time and support (intervention) or extended learning opportunities (enrichment) within the school day, *regardless* of the teacher to whom they are assigned. The plan will include ways to monitor its effectiveness.

I can facilitate development of a schedule for our school that supports the school wide plan for intervention and enrichment.

I can ensure that the learning support provided in the plan is directive (not invitational), timely, and flexible allowing students to move in and out of intervention/enrichment as needed.

I can ensure that the plan for intervention and enrichment provides that the students most in need of focused instruction will receive it from our most experienced and competent staff.